THE EFFECT OF IMPLEMENTING PROCESS-GENRE MODEL IN TEACHING A HORTATORY TEXT FOR ELEVENTH GRADE STUDENTS AT SMAN 4 PADANG

THESIS

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This thesis is dedicated to my parents, Nazarruddin Oyon and Akmulia, my beloved wife Afnelly, S.TP, M.Si and my dearest son and daughter, Luthfi A l Thoriq and Izza Shoffiy Allyandra. Without their sincere pray, endless support and enormous inspiration, this great work might not come true.

ABSTRAK

Julian Chandra. 2013. "Pengaruh Penerapan Model Proses Genre dalam Mengajar Hortatory Text bagi Siswa Kelas 2 Semester 2 di SMAN 4 Padang". *Tesis*. Program Pascasarjana. Universitas Negeri Padang.

Pendekatan Genre yang dipakai dalam Kurikulum Berdasarkan Kompetensi dan kurikulum KTSP dalam pengajaran menulis tidak cukup memperlengkapi siswa SMA untuk mampu menulis dalam bahasa Inggris. Hal ini disebabkan pendekatan genre dalam teorinya mempunyai beberapa keterbatasan atau kelemahan. Khususnya dalam menulis text hortatory dimana siswa dituntut untuk dapat mengembangkan ide-ide yang kritis dan bebas dalam isi karangannya. Pendekatan genre perlu diintegrasikan dengan pendekatan proses sehingga menghasilkan model yang lebih efektif untuk mengajar siswa menulis dalam bahasa Inggris sebagai bahasa asing. Penelitian ini bertujuan untuk menguji teori perlunya penggabungan process dan genre dalam pengajaran menulis dan mengkaji apakah mengajar hortatory paragraph dengan menggabungan dua model tersebut akan menghasilkan kualitas tulisan yang lebih baik.

Penelitian ini merupakan penelitian quasi-experimen dengan bentuk rancangan pretest dan posttest. Populasi penelitian ini adalah siswa kelas 2 yang belajar pada semester 2 di SMAN 4 Padang pada tahun akademis 2011-2012. Pemilihan sample dilakukan melalui teknik clustering sampling. Instrument penelitian ini adalah ujian tulisan yang reliabilitasnya ditentukan oleh interrater reliability sedangkan validitas instrumennya ditentukan oleh validitas isi. Data yang dikumpulkan dari hasil pretest dan posttest siswa di analisa secara manual melalui rumus statistic inferensial.

Hasil penelitian menunjukan bahwa siswa yang diajar menulis karangan hortatory dengan mengabungkan pendekatan genre dan proses mempunyai kualitas tulisan yang lebih baik dibandingkan dengan siswa yang diajar dengan menggunakan genre model. Hasil Uji t menunjukan dengan nilai rata-rata 5,6 yang didapatkan siswa pada kelas experimen lebih signifikan dari nilai rata-rata 4,8 yang diperoleh siswa pada kelas kontrol. Ini dapat diimplikasikan bahwa kombinasi proses genre model adalah teknik yang efektif dalam mengajar siswa SMA dalam menulis text hortatory.

Abstract

Julian Chandra. (2013) : The Effect of Implementing Process Genre Model in Teaching a Hortatory Text for Eleventh Grade Students at SMAN 4 Padang. Thesis. English Graduate Program. State University of Padang.

Genre-based approach that is currently used in Competency-based Curriculum and curriculum KTSP might not sufficiently equip senior high school students to be competence to write in English. This is because genre-based approach bears some limitation in teaching writing, especially in teaching a hortatory text in which students are demanded to develop free and critical ideas or thoughts into the content of their writing. Therefore, genre approach should be integrated with process approach. The combination of the two approaches is supposed to result in more effective model in teaching students writing in English as a foreign language. The purpose of this research was to test the theories and to find out whether teaching hortatory text with process genre model give better result on students' writing quality.

This study was a quasi- experiment research with pretest and posttest design. The population of the research was eleventh grade students at SMAN 4 Padang in 2011-2012 academic year. Technique clustering sampling was used to select sample from the population. The instrument of the research was writing test. Reliability of the instrument was determined by interrater reliability. Validity of the instrument was determined by content validity. Data was collected from students' writing test in pretest and posttest which were analyzed manually by statistical inferential formulas.

The result of the research was that teaching a hortatory text for eleventh grade students at SMAN 4 with integrating process genre model gave a better result than teaching them with only genre model. The result of Hypothesis testing with t test indicated that with average score of 5.6 for experiment class was proved significant compared with average score of 4.8 for control class. It is implied that process genre model can be an effective model to teach senior high school students to write a hortatory text.

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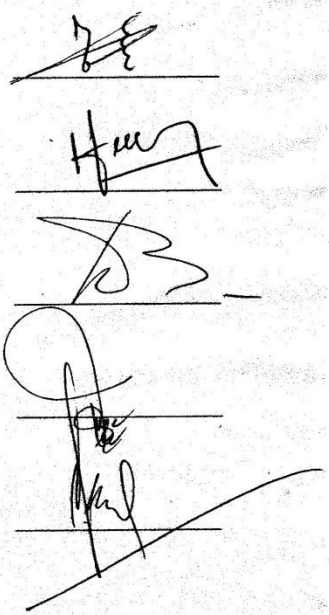

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CHAPTER.1

INTRODUCTION

A. Background of the Problem

Genre-based approach and process approach are two approaches that have been much discussed in many textbooks of writing pedagogy. They are both recommended to be applied for the English teachers in order to teach students writing successfully in their classroom. Genre approach develops curriculum cycle as a model of classroom instruction to teach students writing. This curriculum cycle is claimed to arise students' awareness in addressing purpose and particular language features to the content of their writing. Meanwhile, process approach, which brings about the stage of processes such as prewriting, drafting, editing and revising as writing-based classroom instruction, is regarded very helpful for students to develop fluency in writing, particularly when they learn to write in English as a foreign language.

However, there is no guarantee that one approach will be more successfully implemented than the other one as each may bear some disadvantages and weaknesses. For example, genre-based approach to writing instruction is said to have been criticized for limiting learners' creative thoughts about content and for overlooking natural processes of learning and creativity (Badge & White in Kim, 2007). It occurs because genre approach emphasizes too much on language convention, rhetorical structure and genre features of a text. Here, reader is more stressed out in the act of producing a text. while the role of writer is neglected. Consequently, writing activity in genre based

approach might only lead students into the meaningless reproduction of text model (Badge & White in Kim, 2007).

On the other hand, process approach puts too much importance on the cognitive processes of writing with too little regard given to the social forces, with help to shape a text (Swales in Griffiths, 2008: 245). Process models are regarded incapable of introducing students to the cultural and linguistic resources which are necessary to engage critically with text. In the process model, the activity and the practice of writing are almost the same regardless of what the topic is and who, the writer or the reader is (Badger & White:2000, in Kim, 2007: 35). Therefore, writing in process approach may engage students to no more than an activity of expressing personal ideas into a text but fail to convey purpose, organization and specific language features into its content.

In spite of these disadvantages and weaknesses, the process and the genre approach are acknowledged to have complementary one with another. Each of their weaknesses is instead covered up by each of other strengths. For example, the absence of orientation and linguistic knowledge in process model are substituted by giving students a purpose and introducing generic structure of a text in genre approach. In contrast, the lack of students' contribution and independency in the process of producing a text in genre approach is provided by involving learners into natural process of producing a text in process models.

Due to the facts, therefore, there are many recent efforts that attempt to integrate process and genre approaches as writing instruction (Brian Paltridge, 2004). Combining the two approaches is believed to help students more autonomous and fluent in writing as

well as help them understand social functions of a text that they intend to write. This is also believed to allow them to make writing more meaningful and productive in different social contexts (Hasan & Akhand, 2010)

The issues above might be apparently manifested to the current situation of teaching writing for senior high school students in Indonesian EFL context. It is due to the use of Competency Based Curriculum (CBC), and School-Based curriculum (SBC) or KTSP 2006 which have their root in genre-based pedagogy. These curriculums have been adopted as classroom instruction to teach senior high school students four language skills including writing. The curriculum suggests the use of genre-based curriculum cycle in the process of teaching and learning of writing in the classroom. The cycles are included in BKOF (Building Knowledge of the Field), MOT (Modeling of the Text), JCOT (Join Construction of the Text), ICOT (Independent Construction of the Text). Concerning with limitation that genre-based approach has in theoretical base, this genre teaching cycles may give little benefit to facilitate senior high school students to write a meaningful text in English as foreign language.

For most of senior high school students who are not accustomed to writing even in their own language, writing in English is the most difficult skill to be acquired. With limited exposure in English just a few hours per week at school, they are still concerned to have many structural issues including selecting proper words, using correct grammar, generating ideas, and developing ideas about specific topics to write in English. More importantly, they have trouble developing functional language skills, such as proper natural language use in different social contexts and using language in creative ways in writing in English. So, it is not surprising to find such an erroneous in their writing tasks.

These problems also affect considerably senior high students' ability to write a certain genre text in English. In this sense, take for example a hortatory text, a kind of genre text that needs students' critical thinking, free opinion, strong arguments and effective recommendation to develop meaningfully into its content. In order to write this kind of text better, these students need not only knowledge of rhetorical structure such as generic structure, purpose and grammatical features of the text that are enacted in genre teaching cycle but also knowledge how to generalize, organize and develop meaningful ideas into the content of their writing. So, genre teaching cycle alone might not help much senior high students to write better in this kind of text.

In the line to the issue of the importance to develop approaches to writing instruction more specifically for students' need, it is assumed that senior high school students might not only need to understand language patterns, form and function but also need to learn the skills on how to produce a good and meaningful piece of writing. These might be achieved by integrating either genres or processes approach as the best writing instruction. The benefits of this process genre model, as they are so-called, are that senior high school students can be led into the merit of generalizing ideas, brainstorming, drafting, editing, revising and redrafting in process of producing a meaningful text as well as the importance of generic structure, purpose and language function. This might result in a better performance of senior high school students in writing and acquire the skill to write in English especially when they write a hortatory text.

Theoretically, without integrating it with process approach, CBC with its genre teaching cycles might be too prescriptive, and fail to deal with senior high school students' problems in writing. They might also bring senior high school students into

product-oriented approach. An approach to writing instruction is based on result or product of writing that students need to make but ignores the needs of process to achieve the product itself. Such of learning is certainly meaningless, and failed to lead students to be more independent and creative writer especially when they write a meaningful hortatory text.

In short, taking account the similar issue and circumstances of teaching writing in the context SBC-based genre, SMAN 4 Padang might be one of appropriate example. Based on the researcher's interview of some English teacher at this school, teaching writing is only aimed at introducing text types to students but it was lack of exposure how exactly authentic process a composition had to be made by the teachers in writing classroom. How to deal with writing in English might still a mystery for most of students in this school unless teacher set up the classroom instruction based on integrating both process and genre orientation.

B. Identification of the Problem

Apart from the disadvantages and weaknesses of one approach might have in the perspective theory, there are also some other issue to concern. One is due to the fact that none of approaches are developed specifically for the entire of the ELT world like in EFL or TESEP countries including Indonesia. According to Kim & Kim (2005:8), English teaching methodologies such as communicative language teaching, product approach, process approach and even genre based approach, they are said to have orientation in English language education based in Britain, Australia and North America (ESL or

BANA). So, they cannot be successfully applied to EFL contexts without consideration the circumstances of teaching writing to EFL learners.

In the respect of the teaching writing for senior high school students in Indonesian EFL context, there are numbers of problems that need to ponder before applying certain approach. The first is the limited language exposure. The problem of learning English in the country where it is not spoken is that learners seldom find the real life situation of context language use. Due to this situation, expressing ideas in good English, lack of appropriate language use and choice, less understanding context use of grammar and limited vocabulary are still students' main problems in writing.

The second is genre of text to write. In genre theories, curriculum cycle in CBC or SBC might be more successfully applied when students learn to write a genre text in English in which its language forms, vocabulary and expressions are already fixed and socially conventionalized. These kinds of text can be found in writing of procedural and explanatory text. Here, students only need to recopy the model text to write according to its social context. However, genre-based curriculum might not be successfully applied when they learn to write a hortatory text. The genre text is known for its demands for a strong argument, respective opinion, personal ideas and critical thinking of the writer to contribute. In this case, the cognitive process of the learners play more important role in order to produce an acceptable piece of writing. A real process is really required to write this kind of text. Student' independency and creativity are highly demanded to contribute.

The third is students' motivation and interest. Even though CBC and SBC-based genre have enacted writing skill as one of the necessary competence to acquire for senior

high school students, but it is not included in National Examination (UAN). This fact affects students to have less motivation and interest to be active in writing learning and teaching in their classroom.

The fourth is in media aspect. Teaching and learning English in a community in which English is not spoken widely, the difficulty of gaining access for its authentic written text is one of the main issues. Both teachers and students might hardly obtain a context of real life audience and situation as source and reference to engage in classroom writing activities.

The fifth is the limitation of Teacher's Knowledge in the Authentic Genre Language Use. In Competency Based Curriculum (CBC) which is oriented in genre pedagogy, mastering the knowledge of language genre use in English for teachers is required. However, the ability of EFL teachers of non native speaker is limited in the authentic English genre use to teach their students writing.

C. Limitation of the Problem

Due to the limited time to conduct the research upon all those problems mentioned above and in order to have a better quality of the research itself, this research was focused on studying the effect of implementing process and genre model to teach eleventh grade students to write a hortatory text at SMA 4 Padang. The effects of implementing process genre model were analyzed based on the students writing performance as the result of the implementing of the two integrated approach. It is assumed that the implementation of process genre model to teach students a hortatory text at this kind of learning setting would give significant effects.

D. Formulation of the Problem

The research problem is formulated as follow:

Does the process genre model give better effects on teaching a hortatory text for eleventh grade students at SMAN 4 Padang?

E. Purpose of the Research

The purpose of the research was to find out whether integrating process and genre model in teaching hortatory text gives better result on eleventh grade students' ability in writing the text than those who were taught with genre teaching cycle at SMAN 4 Padang.

F. Significance of the Research

The results of this research are expected to give contributions to both theoretical and practical values. For the theoretical value, it is hoped that the result of the study can give contribution to the theories of language teaching method and technique, especially the method and technique to teach students writing in EFL context. Practically, the result of the study will hopefully be reference for Senior High School English teachers in order to teach successfully their students to write a genre text in English. For students it is expected that it can accommodate them to write a better quality of writing in English.

G. Definition of the Key Term

1. Process Genre Model: A classroom instruction which was used to teach eleventh grade of senior high school student to learn to write an effective hortatory

expository paragraph by integrating process and genre model through introducing generic structure of text, purpose, language function and process of generalizing, collecting and organizing ideas, to drafting, editing, revising, redrafting in writing

2. Hortatory Expository Text: a kind of argumentative text which comprises into three generic structures: thesis, arguments and recommendation.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings, it is concluded that teaching a hortatory text with integrating process and genre model for eleventh grade students at SMAN 4 Padang gives better effects on their ability in writing the text. Integrating process and genre is an effective model to teach eleventh grade students to write a better quality of hortatory text than teaching them with only genre model. The better quality occurs in term of developing the content of the text, presenting more correct grammar use and variety and richness of vocabulary.

B. Implication

Implication that can be taken from the result of the study is that the term of product and process is useful concept in successfully teaching writing for senior high school students. That a good product of writing can be achieved through a good process is one of the most important points to be maintained due to the research findings. Especially, in the context of teaching writing of English as a foreign language, the process itself must take even a bigger portion. Refers to this, genre-based approach which is theoretically oriented to product will be beneficial if it is integrated with process approach which is theoretically oriented to stage of process in writing. This is because, in the first hand, genre model gives students purpose and target text to write along with its specific rhetorical structure. On the other hand, process model such as drafting, revising, editing, feedback, helps the students with necessary steps to be taken in order to produce

the text. This has been proved to be an effective model in successfully teaching hortatory text for senior high school students at SMN 4 Padang. It was shown by their better quality of writing when they were taught a hortatory text with process-based genre model than those who were only taught with genre based model.

C. Suggestion

Based on the research findings, it is suggested that:

1. English teachers , especially at SMAN 4 Padang, need to expose their students not only rhetorical structure of genre text in teaching and learning writing in their classroom but also the necessity to involve them into step by step of guided process in writing a hortatory text. Involving students with step by step process of writing such generalizing, collecting, organizing ideas through brainstorming, and outlining as well as drafting, editing, revising, redrafting, they will be able to present more reasonable ideas and more correct grammar use to the content of their writing. On the other hand, exposing students with rhetorical structure of genre text, they will write more meaningfully, contextually and purposefully. Combining these, it will result in more effective model in teaching students to write a better quality product of writing in EFL context.
2. English teachers who teach writing for senior high school students need to develop and design syllabus and teaching materials, handouts, writing worksheet based on step by step process to achieve a good product of writing.
3. Future researchers need to investigate the effect of implementing process genre model in teaching writing with more different learning settings, context, and environment.

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